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| **3.1** | **Develop and apply reading and writing skills in unfamiliar contexts** |

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| **Kaupae |** Level | 2 |
| **Whiwhinga |** Credit | 5 |
| **Whāinga |** Purpose | The purpose of this standard is to help people acquire basic learning and employability skills needed to pursue education or employment pathways.  This standard has been developed primarily for assessment within programmes leading to the outcomes of the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862].  People credited with this standard are able to develop and apply reading and writing skills in unfamiliar contexts. |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
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| 1. **Develop and apply reading skills in unfamiliar contexts.** | 1. read a variety of texts to develop reading skills. |
| 1. interpret information across a variety of text types by using reading skills. |
| 1. **Develop and apply writing skills in unfamiliar contexts.** | 1. write a variety of texts to develop writing skills. |
| 1. communicate ideas for a specified purpose by using appropriate writing skills. |

**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

* The requirements of this standard are consistent with the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862], and the *New Zealand Certificates in Foundation and Bridging Supporting Document*. Links provided below.

All activities, including assessment, must reflect the self-development needs of each learner and must be carried out in accordance with the requirements and conditions of the qualification, and should be informed by the Supporting Document.

The primary focus of learning for this standard is on the learner’s self-development.

* Assessment evidence for this standard can be in English or te reo Māori.
* Content related to this standard may be of a highly personal nature. Full and clear consent of people should be obtained before they participate in any associated learning and assessment. All concerned with the teaching/learning and assessment relating to this standard need to be aware of, and respect, any issues of privacy and confidentiality.
* Learners may be assessed against this standard in a real-life context using naturally occurring evidence or in a realistic simulation. A verifier’s checklist is acceptable if accompanied by evidence that includes examples from the learner’s performance.
* Reading

For the purposes of this standard, texts are written documents (not visual or oral). The reading texts must be of sufficient length and complexity to provide adequate evidence of competence. Suitable texts will require learners to use the skills outlined at koru/step 4 on the Read with Understanding strand of the Learning Progressions for Adult Literacy, or National Curriculum upper level 4/ lower level 5. At all times the quality of the texts, considered as a whole, is more important than length.

* Writing

The texts must be of sufficient length and complexity to provide adequate evidence of competence: it is recommended that the texts total approximately 500 words, including one text of 200 words. Nevertheless, at all times the quality of the writing, considered as a whole, is more important than its length. ‘Sufficient complexity’ refers to texts that demonstrate the writing demands outlined at koru/step 4 of the Write to communicate strand of the Learning Progressions for Adult Literacy, or National Curriculum upper level 4/ lower level 5.

Writing texts can be written in any method, including voice-to-text, and can be in any format and for any purpose.

* *Unfamiliar contexts* refers to situations, settings, or topics that are not well-known to the learner.
* It is expected that the assessor affirms the learner’s ability to repeat their performance against the standard.
* All activities relevant to this standard must reflect ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
* All activities must, as relevant to candidates and/or this standard, reflect the peoples of the Pacific and other cultures, and their world views.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

*Unfamiliar contexts* refers to situations, settings, or topics that are not well-known to an individual.

*Text type* refers to different forms of writing, such as explanations, narration, instructions, arguments, description, reports.

**Reading**

A variety of texts of different types should be read and interpreted to identify their purpose, audience, and ideas.

Reading skills that may be developed:

* skimming and scanning
* contextual inference
* analysing text structure
* identifying main ideas
* inferential thinking
* vocabulary expansion
* critical evaluation
* making connections
* adaptive reading strategies
* summarisation
* questioning
* cultural awareness.

**Writing**

A variety of texts of different types should be written appropriate to their purpose, audience, and ideas.

Writers should have the opportunity to proof, correct, edit their work.

Writing skills that may be developed:

* spelling, punctuation, capitals, paragraph, grammar
* writing to audience and conventions according to text type
* proofreading.

**Rauemi |** Resources

* New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862]: [Foundation and Bridging qualifications » NZQA](https://www.nzqa.govt.nz/qualifications-standards/qualifications/foundation-and-bridging-qualifications/)
* New Zealand Certificates in Foundation and Bridging Supporting Document: [Foundation and Bridging qualifications » NZQA](https://www.nzqa.govt.nz/qualifications-standards/qualifications/foundation-and-bridging-qualifications/)
* Te Whare Tapa Whā: [Te whare tapa whā and wellbeing | Healthify](https://healthify.nz/hauora-wellbeing/t/te-whare-tapa-wha-and-wellbeing/)
* Fono Fale: [Fonofale – Mycare](https://help.mycare.co.nz/hc/en-us/articles/115003500074-Fonofale#:~:text=Fonofale%20was%20created%20as%20a%20Pacific%20model%20of,used%20to%20represent%20the%20constructs%20of%20holistic%20health.)
* [Employability skills (careers.govt.nz)](https://www.careers.govt.nz/resources/tools-and-activities/employability-skills/)

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | NZQA National Qualifications Services |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Core Generic > Core Generic > Foundation Skills - Te Ara Tupu |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0113 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration | 1 |  | N/A |
| **Rā arotake |** Planned review date | 31 December 2028 | | |

Please contact NZQA National Qualifications Services at [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) to suggest changes to the content of this skill standard.